

Mathematical Development Title: Learning number 41 Day: 1 Class: Kindergarten				
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify number 41 relate quantity with the number and write number with correction</p>	<p>Recap:Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. https://youtu.be/bd74IV9lny4</p> <p>We Are Learning to: Identify and count number 41.</p> <p>What I am looking for: How well you identify and count number 41.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction:Use flashcards to revise the numbers 1- 40. Show them 4 sets of colour pencils and tell them that they are 4 group of ten. 4 group of ten means there are 40 pencils. If we add 1 more colour pencils, how many pencils are they now? Tell students that 4 ten and 1 units make number 41. Show number 41 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 40? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder.</p> <p>Guided practice:On several piece of papers write number 20 to 41 and hide them in class. Ask them there are few numbers hidden in the class. Find number 41only. Who will have more number 41, will be the winner. Repeat again and again where is number 41? Where are you?</p> <p>Note: Number 41 will be written more time than other numbers</p> <p>Students will do tracing practice of number 41 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 41and paste it on the table in front of each chair and cover the table with the plastic sheet.</p> <p>Focused Task:Ask students to open book page no____. Ask them to move your finger on number 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its number 41.</p> <p>Reflection:</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying number 41 relate quantity with the number</p>	<p>Flash cards/ppt</p> <p>Paper pieces having number 1 to 41</p> <p>Book page no____</p> <p>Copy work</p>

Mathematical Development Title: Learning number 42 Day: 2 Class: Kindergarten				
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify number 42</p> <p>relate quantity with the number and write number with correction</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. https://youtu.be/jhXUlggcFlk</p> <p>We Are Learning to: Identify and count number 42.</p> <p>What I am looking for: How well you identify and count number 42.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Use flashcards to revise the numbers 1- 41. Show them 4 sets of colour pencils and tell them that they are 4 group of ten. 4 group of ten means there are 40 pencils. If we add 2 more colour pencils, how many pencils are they now? Tell students that 4 ten and 2 units make number 42. Show number 42 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 41? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder. Ask students to come on board and write number 42. Tell students that 4 ten and 2 units makes 42.</p> <p>Guided practice: Divide students in groups and provide them with disposable glasses. Label each glass with a number 41 and 42. Provide counters/ beads to them. Ask them to put counters/ beads in the glasses according to the number written on the glass.</p> <p>Focused Task: Ask students to open book page no ____. Ask them to move your finger on number 42 and say it aloud. Ask them there are different coloured T-shirts. Ask the students count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 42. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Students will be asked to count till 42 aloud. Repeat which number we are learning today? Its number 42.</p> <p>Reflection:</p> <p>Homework: Write number 41 and 42 on copies.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying number 42 relate quantity with the number</p>	<p>Flash cards/ppt</p> <p>Disposable glasses, beads/ counters</p> <p>Book page no ____</p> <p>Copy work</p>

Mathematical Development Title: Learning number 43 Day: 3 Class: Kindergarten				
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify number 43</p> <p>relate quantity with the number and write number with correction</p>	<p>Recap:Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. https://youtu.be/jhXUlggcFlk</p> <p>We Are Learning to: Identify and count number 43.</p> <p>What I am looking for: How well you identify and count number 43.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction:</p> <p>Use flashcards to revise the numbers 1- 42. Show them 4 sets of straws and tell them that they are 4 group of ten. 4 group of ten means there are 40 straws. If we add 3 more straws, how many pencils are they now? Tell students that 4 ten and 3 units make number 43. Show number 43 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 42? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder. Ask students to come on board and write number 43. Tell students that 4 ten and 3 units makes 43.</p> <p>Guided practice:Seat the students in small groups. Give each group the set of cards labelled 1-43 and ask them to arrange them on their desks in the correct order. Walk around the room to check their work. Tell the students that they must work in groups and allow each one to have a chance. Provide the blocks to each group and ask the students make a tower of 43 blocks.</p> <p>Focused Task:</p> <p>Ask students to open book page no____. Ask them to move your finger on number 43 and say it aloud. Ask them Mrs. Ahmad wants to buy cups help her to count how many cups in the shelf. Ask the students count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 43. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:Students will be asked to count till 43 aloud. Repeat which number we are learning today? Its number 43..</p> <p>Reflection:</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying number 43 relate quantity with the number</p>	<p>Flash cards/ppt</p> <p>Disposable glasses, beads/ counters</p> <p>Book page no____</p> <p>Copy work</p>

Mathematical Development Title: Learning number 44 Day: 4 Class: Kindergarten				
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify number 44</p> <p>relate quantity with the number and write number with correction</p>	<p>Recap:Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. https://youtu.be/jhXUlggcFlk</p> <p>We Are Learning to: Identify and count number 44.</p> <p>What I am looking for: How well you identify and count number 44.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction:</p> <p>Use flashcards to revise the numbers 1- 43. Show them 4 sets of colour pencils and tell them that they are 4 group of ten. 4 group of ten means there are 40 pencils. If we add 4 more colour pencils, how many pencils are they now? Tell students that 4 ten and 4 units make number 44. Show number 44 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 43? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder. Ask students to come on board and write number 44. Tell students that 4 ten and 4 units makes 44.</p> <p>Guided practice:Give each student some play dough. Tell students to form 44 small balls from the play dough.</p> <p>Focused Task:Ask students to open book page no ____. Ask them to move your finger on number 44 and say it aloud. Ask them there are turtles on the beach. Ask the students count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 44. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:</p> <p>Students will be asked to count till 44 aloud. Repeat which number we are learning today? Its number 44.</p> <p>Reflection:</p> <p>Homework: Write number 43 and 44 on copies.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying number 44 relate quantity with the number</p>	<p>Flash cards/ppt</p> <p>Play dough</p> <p>Book page no ____</p> <p>Copy work</p> <p>Copy work</p>

Mathematical Development Title: Learning number 45 Day: 5 Class: Kindergarten				
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify number 45</p> <p>relate quantity with the number and write number with correction</p>	<p>Recap:Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. https://youtu.be/jhXUlggcFlk</p> <p>We Are Learning to: Identify and count number 45.</p> <p>What I am looking for: How well you identify and count number 45.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Use flashcards to revise the numbers 1- 44. Show them 4 sets of colour pencils and tell them that they are 4 group of ten. 4 group of ten means there are 40 pencils. If we add 5 more colour pencils, how many pencils are they now? Tell students that 4 ten and 5 units make number 45. Show number 45 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 44? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder. Ask students to come on board and write number 45. Tell students that 4 ten and 2 units makes 45.</p> <p>Guided practice:Ask the students to sit in a large circle. Begin by saying the first number(1 to 45) in the sequence and rolling the ball to one of the student. The student should stop the ball, say the next number, and roll the ball to another student who must catch the ball and say the next number, etc. If a student fails to stop the ball, cannot continue the sequence, or says the wrong number, she/he should sit down for one minute before re joining the game.</p> <p>Focused Task:Ask students to open book page no____. Ask them to move your finger on number 45 and say it aloud. Ask them prince is counting his soldiers. Ask the students help the prince to count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 45. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:Students will be asked to count till 45 aloud. Repeat which number we are learning today? Its number 45.</p> <p>Reflection:</p> <p>Homework: Do book page no_____.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying number 45 relate quantity with the number</p>	<p>Flash cards/ppt</p> <p>Disposable glasses, beads/ counters</p> <p>Book page no____</p> <p>Copy work</p> <p>Book page no____</p>